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ABSTRACT

Expectancy-valence models are used most in the field of motivational psychology. However, teachers' motivation had not been studied by these models and only limited research exists assessing the expectancy and the valence constructs. This study's aim was to examine preservice teachers' and practicing teachers' motivation by the expectancy-valence models. First, the main professional goals of teachers and preservice teachers were obtained. Of these, 92 were students in the department of education at the University of Coimbra (Portugal) and 52 were practicing secondary school teachers. Then, the Jesus Professional Fulfillment Scale was elaborated in order to assess the expectancies and valences attached to these professional goals. The results give support to the construct validation of this scale concerning the distinction between the expectancy and the valence constructs. Some theoretical and practical implications are discussed, and some topics for future research are presented. (Contains 36 references.) (Author/ND)

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TEACHERS' AND PRESERVICE TEACHERS' PROFESSIONAL GOALS AND MOTIVATION

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ABSTRACT

The expectancy-valence models are the most used in the field of Motivational Psychology. Neverthleess, teachers' motivation had not been studied by these models and only a few research exist in a way to assess the expectancy and the valence constructs. This study's aim is to examine the preservice teachers' and the teachers' motivation by the expectancy-valence models. Firstly, the main professional goals of teachers and preservice teachers are obtained; then, the Jesus's Professional Fulfilment Scale is elaborated in order to assess the expectancies and valences attached to these professional goals. The results give support to the construct validation of this scale concerning the distinction between the expectancy and the valence constructs. Some theoretical and pratical implications are discussed, and some topics to future research are presented.

KEY-WORDS: Teacher Motivation; Teacher Education; Professional Goals; Professional Development; Expectancy Theory; Intrinsic Motivation; Jesus P.F. (V-E) Scale.

Teachers' and preservice teachers' professional goals and motivation.*

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Introduction

In the field of Psychology of Education the researches had been almost only to studied the students. Only recently, the researches began to recognize that Psychology's contribution to the education can not be limited to the student's knowledge or to the pedagogical relationship, but also that it may help the teacher in his self-understanding and in his personal development. This research belongs to a new tendency in the field of Psychology of Education, which is the study of psychological variables, namely expectancies, motivation, satisfaction, fulfilment, personal success, not only of the students, but also of the teachers.

If we want in our schools students with high motivation, satisfaction, and academic success, we need to develop the motivation, satisfaction, and professional fulfilment of the teachers (Czikzentmihalyi, 1982; Jesus & Abreu, 1994; Lens & Decruyenaere, 1991). Also, to the efficiency of the initial teacher education is required preservice teachers implication in this training, and, for that, it is indispensable that they really want to be teachers (Jesus, 1993). Nevertheless, nowadays, many teachers have low motivation to teach, expressing the intention to change for other profession, if it is possible (Braga da Cruz, Dias, Sanches, Ruivo, Pereira & Tavares, 1988; Esteve, 1992; Huberman, 1989; Jesus & Abreu, 1994), and many future teachers only goes to this profession because they have not other professional alternative (Abreu, 1983; Gonçalves, 1986; Jesus, 1991; Jesus, 1994). These indicators of few motivation for teaching show the importance of the study of teachers' and

preservice teachers' motivation, in a way to give theoretical support for politics and strategies to increase their motivation.

The researches about teachers' motivation had been limited to the analysis of the rewards required to their motivation (Johnson, 1986; Koll, 1989; Sederberg & Clark, 1990), by the Maslow's Hierarquic Theory of Motivation (Maslow, 1970) or by Herzberg's Two Factors Theory of Motivation (Herzberg, 1966). Nevertheless, "it is not the size or amount of an incentive but rather teacher perception of its value that determine its effectiveness" (Oliver, Bibik, Chandler & Lane, 1988, 130). In this way of thought, the expectancy-valence models of human motivation can contribute to the understanding of teachers' motivation. Oliver et al. refered that "research on this particular model is sorely needed in the teaching profession". Generally speaking, by the expectancy-valence models, the teachers' professional implication and effort goes as the valence of the professional goals and the expectancy of attaining these goals. As Feather said, "this approach enables us to go some way toward bridging the gap between cognition and action" (1986, 166).

Nevertheless, as Schmidt said, "a meaningful test of the multiplicative expectancy-valence is not possible using the measures and operations employed by researchers in this area to date" (1973, 249). More recently, Connoly expressed the following problem: "expectancy-type models are the dominant paradigm for research in work-related motivation, although empirical support for these models has been unuven (...); while conceptual clarity of these issues is increasing, measures of proven reliability and validity have to be developed" (1976, 37). This lack of empirical support was because there was few measures elaborated to assess the expectancy and the valence constructs. So, this study aim is to contribute to fill this gap, throught the elaboration of a scale to assess the expectancy and the valence attached to professional goals of teachers and preservice teachers. Some previous researches already was done to collect the professional goals and to assess the expectancies of fulfilment these goals. So, first we succinctly present these results, and after describe and analyse the most recent research to study also the valence of the goals.

But, before that, it is important to refer that when developing these previous researches, we have been primarily inspired by Nuttin's Relational Theory of Motivation (1980). By this theory, it is of the utmost importance to know the subject's goals or plans, because it has direct influence in his/her behavior. Nuttin also diferenciate domains of personal fulfilment, that is, the situations or the events that the subject wishes for, because the motivational goals are established by taking into account each one of those fulfilment spaces. Thus, the subject's motivation is projected in the motivational goals belonging to specific fulfilment domains or spaces of activity, namely professional, familiar, and free times.

On the other hand, Nuttin refers, "si l'influence du passé est une chose bien établie en psychologie du comportement, il n'en va pas de même du futur (...) c'est sous la forme d'anticipation ou d'attente (expectancy) que, sourtout depuis Tolman (1932), le futur a fait son entrée en psychologie du comportement" (1980, 11). So, the construct of expectancy has been of broad use in Psychology by the cognitive theories of motivation. One might even refer to it as the first hypothetical construct to consider the future time dimension and to surpass the behaviorist and psicanalitic currents, which solely considered the past-present as being the only factor in the subject's behaviour.

In an attempt not to overanalyse this concept, we would solely like to make clear the fact that we distinguish between the self-efficacy expectancies (Bandura, 1977), which refers to the subject's conviction of his capacity to perform a certain behaviour, and the control of reinforcement expectancies (Rotter, 1966; Rotter, 1990), outcome expectancies (Bandura, 1977), contingency expectancies (Palenzuela, 1988) or "if...then..." expectancies (Mischel, 1990), related to the believe that a certain behaviour leads to certain consequences. These two kinds of expectancies are different because, for example, the subject could believe that a certain result is consequence of a certain behavior, but do not believe in his/her own capacity to performe this behavior, and thus do not perform the behavior. On the other hand, the subject could believe in his/her capacities to perform a behavior, but do not know which results can achieve if perform this. To Mischel, "expectancies, both about outcomes and

about one's own efficacy, clearly seem to be central person variables" (1990, 120). Nonetheless, we have distinguished these two types of expectancies from those which we consider to be the fulfilment expectancies. This last ones refers to the believe that certain goals will be fulfil by the subject in the future, and, for this believe, the subject integrate the two other expectancies refered. For example, a teacher expect to fulfil the goal "to prepare the students for their future life" if he believe that this goal is the result of his own professional behavior, that is for instance, alert the students for the pratical future implications of the contents taught in the classroom, and also if he believe that he can performe well this required behavior. Thus, the self-efficacy,expectancies refers to the antecipatory cognitive conexion established by the subject between his capacities and his behavior, the outcome expectancies concerns to the subjective conection between the possible results obtained in a situation and the own behavior, and the fulfilment expectancies are the direct subject's expression of the possibility of fulfil the desired goals.

"Insert fig. 1 here"

Study of the professional goals and the fulfilment expectancies of teachers and preservice teachers: previous researches

According to our study's purpose, first we began by collecting the main motivational goals responsible for the teachers and preservice teachers occupational fulfilment. As a reference, we have considered the Motivation Induction Method (MIM), which were proposed by Nuttin's Relational Theory of Motivation (1980) as a technique where one is induced to express the motivational goals.

So, to know the main motivational goals which could enable to the teachers' and the preservice teachers' professional fulfilment, we selected the five most relevant positive inductors of Nuttin's MIM, and made an adaptation for the purpose of our study. The inductors was the following ones: "As a teacher I desire..."; "As a teacher I would like very

much that..."; "As a teacher I will make an effort to..."; "As a teacher I desperately want..."; "As a teacher I will try my very best for...".

The answers given by the teachers and preservice teachers (N=45; 21 teachers and 24 preservice teachers) were submited to an analysis of the content, where the motivational goals were classified by three independent judges according to the categories proposed by Nuttin (1980). From this analysis the twenty nine professional goals most referred to by the subjects were selected (see Appendix).

These professional goals constituted the Jesus's P.F.E.'s Scale in which the subjects were placed in a situation where they would be able to express their expectancy in relation to each of these motivational goals, "As a teacher I expect that...", this on a 5-point likert scale, from "I don't expect" (1) to "I'm certain" (5).

This scale was presented to teachers and preservice teachers of all levels of teaching (n=264; 171 teachers and 93 preservice teachers), and the item-total correlation, without the weight of the item whose efficiency we are calculating (Golden, Sawick & Franzen, 1984), led us to preserve all the items, because all have correlations higher than .3 (Reckase, 1984). In the internal consistency's analysis, a Cronbach's alpha coeficient of .907 was obtained with the teachers sample, and a coeficient of .880 was obtained with the preservice teachers sample.

Furthermore, for a replication of the results obtained, we administered once again the P.F.E. Scale (n=408; 224 teachers and 184 preservice teachers). The correlation of each item with the total showed once again to be higher than .3 to all the items. We obtained internal consistency rate of .921 with teachers, and a rate of .886 with future teachers, showing an elevated homogeneity between the items and a content validity or representativity to the selected groups of motivational goals. On the other hand, when analysing the stability of the results through time by test-retest a correlation of .86 was obtained. Thus the variance of the results obtained in the P.F.E. Scale contains a reduced error due to the heterogeneity of the items or to the time interval. In the factorial analysis done according to a factorization procedure of the principal components followed by a Varimax rotation, we obtained

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eighenvalues of 9.521, 3.102, and 1.673, gaving a final comunality of 17.77, corresponding to a explanation of 49.3 of the total variance. We can distinguished three categories of motivational goals having in mind the most noticeable saturations of each item in the factors. Keeping in mind that each group of items has more than four motivational goals (Tinsley & Tinsley, 1987) we calculated the internal consistency of each group of motivational goals obtaining alpha coeficients of .804, .830, and .852, which reveal the homogeneity, respectivelly, of the subscales "relationships with the students", "professional competence and success", and "working conditions". The subscale "professional competence and success" refers to the goals concerning the competence, not only in teaching and in the classroom tasks, but also to the other professional functions of the teachers, corresponding to the intrinsic motivation of Deci's & Ryan theory (1991). The subscale "relationships with the students" refers to the goals related to the students learn, development and discipline, that is, the content of teacher tasks, corresponding to the motivational factor of Herzberg's theory. The subscale "working conditions" refers to the salary and school equipments, that is, the context of teacher tasks, corresponding to the higienic factor of Herzberg's theory.

. In these previous studies for the elaboration of the P.F.E. Scale, 717 teachers and preservice teachers did participate (Jesus, 1992).

Investigations were also done with the purpose of studying the relations between the professional fulfilment expectancies and the professional project. This last variable was assessed asking the subject to choose one of the three following alternatives concerning to his/her professional future: "If possible, I like to have another profession and not the teaching one"; "I like to be a teacher now, but latter I probably will prefer another profession"; "I want to be a teacher during all of my career" (Jesus, 1991). The last alternative express a occupational project more oriented to the teaching profession, and the first alternative reveal a less oriented professional project. The professional project is one of the indicators of teacher motivation mostly used in the researches done in this field. In our research only 59.1% of teachers (n=159) and 39.6% of preservice teachers (n=111) want to be teachers during all career, showing the low professional motivation of teachers and preservice teachers. When

considering the relation between the expectancies of professional fulfilment and the occupational project, we verified that the correlation is significant for the teachers (r=.201; p=.01), but not significant for preservice teachers (r=.173; p=.0661). This results shows the importance of the professional practice or one's contact with reality, which enables one to project his motivation on the motivational goals that are responsible for his professional fulfilment. It is necessary to have a clear understanding of the professional reality, one that would allow a real or concrete support to the expectancies, these functioning on a cognitive-instrumental level. Taking this into account, the teachers' training should allow realistic expectancies in relation to the conditions of the teachers' occupation (Blase, 1982).

This research's purpose and hypothesis.

Having in mind that in the Psychology of Motivation the expectancy concept has been mostly used by expectancy-valence theories, in this study we have proceeded to reelaborate the P.F.E. Scale in a way that made it possible to assess, not only the occupational fulfilment expectancies, but also the valence of each goal. Thus we have formulated the P.F. (V-E) Scale which is constituted by the teachers' professional goals that we have already obtained. In this Scale two parts are distinguished, one part where the subject is asked to express his expectancies (P.F.-E) of attainment the goals, and the other part where the subject has to express the valence of the goals (P.F.-V).

So, this investigation's main aim is to test if the assessment of the expectancy and the valence allows us to distinguish between these two hipothetical constructs. This analysis will be performed in two ways. One of the ways is by correlating the results obtained in the P.F.-E and in the P.F.-V sub-scales with the sucess in life expectancies (external criteria), assessed by Fibel & Hale's (1978) "Generalized Expectancy for Success Scale" (G.E.S.S.), expecting that the correlation be significant for the P.F.-E, because both assess expectancies, and because the professional and personal fulfilment are interrelated (Rain, Lane & Steiner, 1991), but are not significant for the P.F.-V. The other way is by a factorial analysis done

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with the P.F.-V and the P.F.-E sub-scales. We suppose that two factors emerge, which saturate respectively the P.F.-E sub-scales and those of the P.F.-V sub-scales.

This research also intend to analyse if there are some significant differences between teachers and preservice teachers, in the expectancy and in the valence of the professional goals, because the P.F. (V-E) Scale is to assess these two variables in both professional situations, and for a coerent assessment it is necessary that there are not significant differences.

Method

Measures

. Jesus's Professional Fulfilment Scale (see appendix)

This instrument's construction process has been previously described. We just find it necessary to add the fact that while in the P.F.-E version the items come after the sentence "As a teacher I hope that...", in the P.F.-V version the the sentence is "As a teacher for me it's important that...". The valence of each goal for the subject is assessed in a 5-point likert type scale from "nothing important" (1) to "indispensable" (5). This having taken into account that Connoly, after having done a literature revision on the expectancy-valence theories considered that "the majority of published studies have used importance as the evaluative dimension" (1976, 40).

The process, which was used in the elaboration of the P.F.(V-E) Scale, was similar to the one used by Miskel, DeFrain & Wilcox (1980) who began by questioning teachers and preservice teachers on the professional results they aimed for. These authors selected forty six items and the subjects had to indicate the importance and probability of attaining each one as teachers.

. Fibel & Hale's "Generalized Expectancy for Success Scale" (G.E.S.S.)

This is a 5-point likert type scale (from 1="highly improbable" to 5="highly probable"). It consists on thirty items, seventeen in the direction of success and thirteen towards failure. The results are added in the direction of success. These thirty items are the result of a sequencial study iniciated with one hundred and fifty items, which were selected on the basis of a facial validity criteria, an elevated correlation item-total and a low correlation of each item with the social desirability. Besides, there was an elevated internal consistency with the thirty selected items. Fibel & Hale considered that the generalized expectancy for sucess may be defined as "the expectancy held by an individual that most situations he/she will be able to attain desired goals" (1978, 924). All items are preceded by the sentence "In the future I expect that I will...". Two items examples of this Scale are "succeed in the projects I undertake" and "be able to solve my own problems".

In a previous study with a sample of portuguese teachers and preservice teachers (n=159) we obtained significant item-total correlations, except with the item 1, and an internal consistency (coeficient alpha) of .855.

Sample and Procedure

The sample was constituted by 144 subjects, 92 preservice teachers, from the present students at the teacher education course in the Faculty of Humanities of the University of Coimbra, and 52 secondary schools teachers. There were 115 females and 29 males, who's age ranged from nineteen to fifty four years old (M= 27 years).

The administration of the questionnaires was collective.

Results

First, was calculated the correlation between the G.E.S.S. and the P.F.-E, on the one hand, and between the G.E.S.S. and the P.F.-V, on the other hand. The results showed that the correlation between the generalized expectancies of success and the expectancies of attaining professional goals are significant. However, the correlation between the generalized

expectancies of success and the professional goals' valence are not significant. A more detailed analysis at the sub-scale level shows that the correlations were significant with all sub-scales of the P.F.-E and with the P.F.-V sub-scale "competence, success and professional fulfilment". In this last case, the significance of the correlation is due to the specific nature of this sub-scale items, which in terms of content comes close to the G.E.S.S. ones (see table 1).

"Insert table 1 here"

After, was done a factorial analysis of the six sub-scales pertaining to the P.F.(V-E) Scale. We used a factorization procedure of the principal components which was followed by a Varimax rotation. Using the default method, two factors emerged explaning 68.5% of the variance. As table 3 clearly indicates we have obtained a simple model in terms of its structure, this having in mind that each sub-scale only presents outstanding saturations (superior to .4) in one of the factors. The sub-scales pertaining to the P.F.-E saturate the factor 1, and the P.F..-V sub-scales the factor 2, such as we had predicted (see table 2).

"Insert table 2 here"

Finaly, is calculated the mean diferences between the teachers and the future teachers in the expectancy and in the valence concerning to the professional goals, by the one-way Anova (see tables 3 and 4).

"Insert table 3 here"

"Insert table 4 here"

Discussion of the results and theoretical-pratical implications

The results obtained in this investigation showed that the instrument used to assess the expectancy and the valence in relation to professional goals is an adequate measure to study the preservice teachers' and teachers' motivation by the expectancy-valence models. On the one hand, both the factorial analysis that was done with the P.F. (V-E) sub-scales and the correlations between those sub-scales and the G.E.S.S. revealed that the methodology for the assessement of expectancy and valence allows us to distinguish the specificness of these two hypothetical constructs. On the other hand, taking into account that there are not significantive differences between teachers and preservice teachers, concerning to the expectancy and also to the valence, the P.F. (V-E) Scale seem an adequated instrument to assess the expectancy and the valence of both groups.

In terms of this study's pratical implications we find that the assessement of the motivational goals considered to be most important in the domain of the teacher occupation will allow an understanding of the situations or conditions that are necessary for the professional fulfilment of teachers and, as such, their personal development. By the expectancy-valence theories of motivation, the higher is the valence of the professional goals, and the higher is the expectancy of reaching them, the higher is the efforth, involvement, and persistence at the professional tasks concerning this goals. On the contrary, the situations in which the subject presents a discrepancy between the valence (high) and the expectancy (low), probably make up one of the principal sources of the teacher's burnout and the less professional involvement, one of the most pertinent problems to the teacher's professional and personal development in our days (Esteve, 1992). This is a hypothesis to be studied in a future investigation.

Furthermore, taking into account that the preservice teacher's training is criticized for having created unrealistic expectancies (Bayer, 1984), we find that it is important that preservice teachers come to know the motivational goals that will allow for their professional fulfilment. This would in turn contribute towards the development of his motivational self-

knowledge and also towards the promotion of more realistic expectancies on desired motivational goals which involve teacher's professional activities.

Note

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APPENDIX- items/motivational goals of R.P. (V-E) Scale*

1. To be an excellent professional..... T/FT
1. To teach in the most accessible way..... T
1. To better myself as time goes on..... T
1. To feel good..... FT
1. To play my role the best possible..... T/FT
1. To obtain good results during my career..... T/FT
1. Professional fulfilment..... T/FT
1. To be up-to-date..... T/FT
1. To be competent..... T
1. To be capable of transmitting my knowledge..... FT
2. To be a friend of my students..... FT
2. To have a good relationship with my students..... T/FT
2. To prepare the students for their future life..... FT
2. That the students learn..... T/FT
2. To contribute towards a better quality of teaching..... T/FT
2. Teach the students..... FT
2. That the teacher-student relationship be a positive one..... T
2. Help the students..... T/FT
2. That the students feel that they have succeeded..... T/FT
2. To be remembered by the students in a pleasant way..... T/FT
2. To contribute towards the student's full development..... T/FT
2. To be able to make the student enjoy the material..... T/FT
3. To have better working condition..... T
3. That the teacher career be rightly recognized..... FT
3. That the school be at service to all..... T/FT
3. To work in schools with good conditions..... T/FT
3. To have classes with fewer students..... FT
3. That the students have better working conditions..... T/FT
3. Some financial stability..... T/FT

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* The numbers before each one of the motivational goals indicates the sub-scale to which it belongs, "competence, success and professional fulfilment" (1), "relationships with the students" (2) and "working conditions" (3).
After each item is indicated it's version, teachers (T), future teachers (FT) or both (T/FT).